

Curriculum Overview – Summer 2021

Location! Location! Location!



	EYFS	YEAR 1	YEAR 2
English Power of Reading	<ul style="list-style-type: none"> - Everywhere Bear - Naughty Bus - Puffin Bear - Snail and the Whale 	<ul style="list-style-type: none"> - Bog Baby – Houses/ and location of homes/habitats - Beegu - Pattan’s Pumpkin 	<ul style="list-style-type: none"> - Lila and the Secret of Rain - The Bee who spoke
Science <i>Science Bug</i>	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • Talk about the features of their own immediate environment and how environments might vary from one another. • Through practical activities, children design practical environments, for example: taking care of the flowerbeds. • Introduce vocabulary to enable children to talk about their observations and to ask questions. • Look closely at similarities, differences, patterns, and change. • Give opportunities to record findings by, e.g. drawing, writing, making a model, or photographing. • They make observations of animals and plants and explain why some things occur and talk about changes. • Examine change over time, for example, growing plants. • Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?” 	<p><u>Animals and Seasons</u></p> <p><u>Seasonal changes:</u></p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Describe weather associated with the seasons and how day length varies. • Child led investigation: What can I find out about the weather? How can I record my findings? <p><u>Animals, including humans:</u></p> <ul style="list-style-type: none"> • Identify and name a variety of common animals that are carnivores, herbivores, and omnivores, explaining the differences between them. • Identify and name common animals that are fish, amphibians, reptiles, birds, and mammals according to their characteristics. • Describe, label, and explain the function of the external body parts of common animals. • Identify, name, draw and label the basic parts/bones of the human body and say which part of the body is associated with each sense. • Describe and compare the structure of a variety of common animals and invertebrates. • <u>Child led investigation</u> – Compare and contrast animals in their local habitat. What do animals eat? 	<p><u>Animals and Plants</u></p> <p><u>Plants</u></p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p><u>Science Investigation:</u></p> <ul style="list-style-type: none"> • Grow a plant from a seed/bulb, observe the different stages of growth and test what a plant needs to grow and stay healthy <p><u>Animals, including humans:</u></p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food, and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of

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			<p>food.</p> <p><u>Investigation: (Child led)</u></p> <ul style="list-style-type: none"> Investigation based on food and exercise, devise own questions.
<p>Computing <i>Internet Safety Week</i></p>	<p><u>Understanding the World – Technology</u></p> <ul style="list-style-type: none"> Complete a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. Recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. 	<p><u>E-Safety, reminder of rules – Digital Literacy</u></p> <p><u>Information Technology</u></p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p><u>Computer Science</u></p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. <p><u>Digital Literacy – E-Safety</u></p> <ul style="list-style-type: none"> Use technology safely and respectfully Identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies. Know to keep personal information private. Evaluate critically, information found online. 	<p><u>E-Safety, reminder of rules – Digital Literacy</u></p> <p><u>Information Technology</u></p> <ul style="list-style-type: none"> Work with a partner to make basic evaluations of their work and think of ways to improve it. <p><u>Computer Science</u></p> <ul style="list-style-type: none"> Recognise that some algorithms rely upon a strict order to work (e.g., using sequencing and repetition with a roamer). Use logical reasoning to explain how some simple algorithms work and detect errors in algorithms and programs. <p><u>Digital Literacy – e-safety</u></p> <ul style="list-style-type: none"> Be critical of information found online. Recognise acceptable/unacceptable behaviour online.
<p>PE</p>	<p><u>Physical:</u></p> <p><u>Invasion Games – Tag Rugby (PPA cover)</u></p> <ul style="list-style-type: none"> Send and receive a ball by rolling from hand and striking with foot. Aim and throw object underarm. Catch a balloon/bean bag/scarf and sometimes a bouncing ball. Move and stop safely in a specific area. Play a passing and target game alone, and with a partner. 	<p><u>Athletics (PPA Cover)</u></p> <ul style="list-style-type: none"> Use varying speeds when running. Explore footwork patterns. Explore arm mobility. Explore different methods of throwing. Practise short distance running 	<p><u>Athletics (PPA Cover)</u></p> <ul style="list-style-type: none"> Run with agility and confidence. Learn the best jumping techniques for distance. Throw different objects in a variety of ways. Hurdle an obstacle and maintain effective running style. Run for distance. Complete an obstacle course with control and agility.

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	<p>Gymnastics - Fiona Arnold (Secondary PE teacher)</p> <ul style="list-style-type: none"> • Children will make body tense, relaxed, curled and stretched. • They will balance on small/large body parts and understand stillness. • Make large and small body shapes. • Climb and hang from apparatus. • Perform basic travelling actions on various body parts. <p>Athletics</p> <ul style="list-style-type: none"> • Children to develop their running ability and stamina. • Children should be mindful of the need for arms and legs to work together. 	<p>Striking and Fielding Games – 3T's Cricket</p> <ul style="list-style-type: none"> • Children will show some different ways of hitting, throwing, and striking a ball. • They will hit a ball or bean bag and move quickly to score a range of points (further distance scores more points). • Play as a fielder and get the ball back to a STOP ZONE. • Begin to follow some simple rules (carrying the bat, not overtaking someone). • Practise accuracy of throwing and consistent catching. 	<p>Striking and Fielding Games – 3T's Cricket</p> <ul style="list-style-type: none"> • Send a ball off a tee using a bat or a racket. • Position the body to strike a ball, practise striking a small ball. • Stop moving when the 'bowler' has the ball. • Play as a fielder and pass the ball back to the bowler to make the runner stop. • Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops). • Throw a ball for distance.
<p>Geography</p>	<p><u>Understanding the World – Home/School/Village</u></p> <ul style="list-style-type: none"> • Children know about similarities and differences in relation to places, objects, materials and living things. • Children continue to talk about the features of their own immediate environment and how environments might vary from one another. • Children make observations of animals and plants and explain why some things occur and talk about changes. • Develop an understanding of growth, decay, and changes over time. • Shows care and concern for living things and the environment and begin to know how these are influenced by human activity. • Observe the seasonal change into Summer – looking closely at similarities, differences, patterns, and change. 	<ul style="list-style-type: none"> • To know geographical facts about a small area outside of my locality, focussing on geographical features of Brentwood and the school's surrounding area. • Name, locate and identify characteristics (main features) of the four countries and capital cities of the UK and surrounding seas using atlases and globes. 	<p><u>Wonders of the World</u></p> <ul style="list-style-type: none"> • Understand similarities and differences (human and physical features) when comparing a small area in the UK with a small area in a non-European country. – Go Jetties (CBeebies) • Children will use world maps, atlases, and globes to name and locate the 7 continents and 5 oceans. • Identify daily and seasonal weather patterns in the continents. • Children will continue to explain why some countries are hot and cold. • Children will continue to explain why people live in different continents.

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<p>History</p>	<p><u>Understanding the World: – People and Communities</u></p> <ul style="list-style-type: none"> • Children make observations of animals and plants and explain why some things occur and talk about changes over time. • Some children may appreciate that some famous people have helped our lives to be better today. • Children begin to identify the main differences between old and new objects and identify objects from the past, such as old toys. • Children give examples of things that are different in their life from that of their grandparents when they were young. • Children talk about past and present events in their own lives and in the lives of family members. • Some children place up to three objects in chronological order, using words and phrases like old, new and a long time ago. • Children can tell others about things that happened when they were little babies. They know about similarities and differences between themselves and others, and among families, communities, and traditions. 	<p><u>History of Brentwood</u></p> <ul style="list-style-type: none"> • Ask and answer questions about old and new objects. • Spot old and new things in a picture. • Answer a range of questions using an 'artefact/photograph'. • Give a plausible explanation about what an object was used for in the past. • Find out more about a famous person from the past and carry out some research. • Find out something about the past by talking to an older person. • Place up to three objects in chronological order. • Use correct historical language when placing events in order. • Understand that a story may have happened in the past. • Understand that some objects belong in the past. • Explain how they have changed since they were born. • Recognise we celebrate events because of what happened in the past – VE Day. • Understand we have a Queen who rules us. • Explain what is meant by a Parliament. • Explain how the local area has changed over time. 	<p><u>London</u></p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally. • Describe lives of significant individuals – Christopher Columbus. • Use historical words and phrases when learning and describing the past. • Sequence a set of events in chronological order and give reasons for their order. • Recount some interesting facts from an historical event. • Explain why Britain has a special history by naming famous events/people. • Research the life of a famous Briton from the past using a range of resources and explain why they acted the way they did. • Research the life of a person who lived in the local area – Richard Stonley. • Recognise how some recent events will affect British History
<p>R. E</p>	<p><u>Understanding the World and Communication & Language</u></p> <ul style="list-style-type: none"> • Children will listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions, or actions. • They give their attention to what others say and respond appropriately. • They answer 'how' and 'why' questions about their experiences and in response to stories or events. 	<p><u>Special Symbols and Objects</u> Learning about religion:</p> <ul style="list-style-type: none"> • Children describe features of a religion, making links with language and expression. • Describe the importance of some religious beliefs and the teachings of religious studies. • Make links between religious symbols, language and stories and the beliefs and ideas that underlie them. 	<p><u>Special Ways of Living</u> Learning about religion:</p> <ul style="list-style-type: none"> • Children describe features of a religion, making links with language and expression. • Describe the importance of some religious beliefs and the teachings of religious studies. • Make links between religious symbols, language and stories and the beliefs and ideas that underlie them.

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	<ul style="list-style-type: none"> Children express themselves effectively, showing awareness of listeners' needs. Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities, and traditions. 	<p>Learning from religion:</p> <ul style="list-style-type: none"> To compare their own and other people's experiences and ideas. Compare aspects of personal experiences with those of others, identifying the effect on people's lives. Compare own and others' ideas about questions that are difficult to answer. Make links between values and commitments, including religious ones and own attitudes or behaviours. 	<p>Learning from religion:</p> <ul style="list-style-type: none"> To compare my own and other people's experiences and ideas. Compare aspects of personal experiences with those of others, identifying the effect on people's lives. Compare own and others' ideas about questions that are difficult to answer. Make links between values and commitments, including religious ones and own attitudes or behaviours.
<p>Music</p>	<p><u>Expressive Arts and Design:</u> Assembly Music Charanga/World Music</p> <ul style="list-style-type: none"> Children sing songs, make music and experiment with ways of changing them. They represent their own ideas, thoughts, and feelings through music. Children talk about the ideas and processes which have led them to make music. 	<p>Assembly Music Charanga/World Music</p> <ul style="list-style-type: none"> Children sometimes use voice in different ways, joining in singing songs. Play tuned and untuned musical instruments. Beginning to follow instructions when performing. Recognise the difference between fast and slow Copy changes in pitch. Listen and appreciate a range of live and recorded music. Listen to live and recorded music and talk about feelings. Experiment and improvise sounds musically. Make sounds that are different using voice and instruments, including long and short sounds. 	<p>Assembly Music Charanga/World Music</p> <ul style="list-style-type: none"> Children use voices expressively to sing songs, chants, and rhymes. Children use voice in different ways, singing songs and speaking rhymes. Play tuned and untuned musical instruments. Follow instructions when performing. Listen and appreciate a range of live and recorded music. Listen carefully to a range of live and recorded music and recognise changes in tempo. Experiment and improvise sounds musically. Make and control long and short sounds using tuned and untuned instruments, making a short sequence. <u>Music lunchtime club</u> – glockenspiels, boom whackers, bells, ocarina, metal drum and iPad (Garage Band).
<p>PSHE</p>	<p><u>Personal, Social and Emotional Development</u> <u>Relationships</u></p> <ul style="list-style-type: none"> I can identify some of the jobs I do in my family and how I feel like I belong. 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> I can tell you why I appreciate someone who is special to me. 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> I can identify some of the things that cause conflict between me and my friends.

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	<ul style="list-style-type: none"> • I know how to make friends to stop myself from feeling lonely. • I can think of ways to solve problems and stay friends. • I am starting to understand the impact of unkind words. • I can use Calm Me time to manage my feelings. • I know how to be a good friend. <p><u>Changing me</u></p> <ul style="list-style-type: none"> • I can name parts of the body. • I can tell you some things I can do and foods I can eat to be healthy. • I understand that we all grow from babies into adults. • I can express how I feel about moving to Year 1. • I can talk about my worries and/or the things I am looking forward to about being in Year 1. • I can share my memories of the best bits of this year in Reception. <p>These objectives are being supported through the Jigsaw PSHE scheme of work.</p>	<ul style="list-style-type: none"> • I can express how I feel about them. <p><u>Changing me</u></p> <ul style="list-style-type: none"> • I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina. • I respect my body and understand which parts are private. <p>These objectives are being supported through the Jigsaw PSED scheme of work.</p>	<ul style="list-style-type: none"> • I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends. <p><u>Changing me</u></p> <ul style="list-style-type: none"> • I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. • I can tell you what I like/don't like about being a boy/girl <p>These objectives are being supported through the Jigsaw PSED scheme of work</p>
Art /DT	<p><u>Expressive Arts and Design</u></p> <p><u>Art</u></p> <ul style="list-style-type: none"> • Children safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, and form. • Some children could talk about the ideas and processes which have led them to create art. <p><u>Design</u></p> <ul style="list-style-type: none"> • Children safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function. 	<p><u>Art</u></p> <ul style="list-style-type: none"> • Begin to collect visual information to help children develop their ideas in a sketchbook. • Select carefully and use a range of materials to show ideas in 2D. • Use line, colour, pattern, texture, shape, and space. • Say what they think and feel about their own and others' work, including artists, designers and craftspeople and begin to comment on similarities. • Some children could begin to understand how different materials look and feel and use this 	<p><u>Art</u></p> <ul style="list-style-type: none"> • Collect visual information to help me develop my ideas in a sketchbook. • Use prior knowledge of hot and cold colours to create a drawing • Select carefully and use a range of materials to show ideas in both 2D and 3D. • Use line, colour, pattern, shape, and space. • Say what they think and feel about their own and others' work, including artists and begin to comment on similarities.

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	<ul style="list-style-type: none"> Some children could talk about the ideas and processes which have led them to create models. 	<p>knowledge to make choices and develop their work.</p> <p>Design</p> <ul style="list-style-type: none"> <u>Design</u>: Explain how they will make the product suitable for the user. <u>Make</u>: Explain choices of materials; begin to use some simple finishing touches. E.g., stickers. <u>Evaluate</u>: Know how structures can be made stronger. <u>Technical Knowledge</u>: Begin to use some technical vocabulary. <u>Cooking and Nutrition</u>: Name and sort foods and identify that all food comes from plants, animals and has to be grown, caught, or farmed; Know that we should eat at least 5 portions of fruit and veg per day. Some children could begin to use simple design criteria to help develop ideas; With support begin to measure, mark, cut, shape, and join components; Begin to use simple design criteria to make judgements about products. Describe the movements of simple mechanisms including wheels and axles; Cut, peel and grate food. 	<ul style="list-style-type: none"> Some children could begin to understand how different materials look and feel and use this knowledge to make choices and develop their work. Begin to comment on similarities and differences in their own and others' work, including artists, designers, and craftspeople. Begin to adapt and improve their own work. <p>Design</p> <ul style="list-style-type: none"> <u>Design</u>: Explain how particular parts of the product work. <u>Make</u>: Order the main stages of making; Measure, mark, cut shape and join with some accuracy; Apply finishing touches such pen, paint, collage. <u>Evaluate</u>: Identify strengths and weaknesses of the design and product, referring to my design criteria. <u>Technical Knowledge</u>: Draw on disciplines such as mathematics, science, computing and art. <u>Cooking and Nutrition</u>: Know that all food has to be grown, caught, or farmed in the UK and Europe: Know that a healthy diet is made up from variety and balance; With support, prepare and cook some savoury dishes safely and hygienically (Food from Europe). Some children could describe the purpose of the product indicating features that will appeal to users, based on their needs, and wants; Apply finishing touches such as digital text and graphics. Investigate who designed products and how their made. Discuss how materials have functional and aesthetic qualities; Identify how levers create movement. Use spreading and kneading.
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